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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How We Organise Ourselves**  **Maths: Stations** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  **-**Makes reasonable predictions about possible outcomes, using different material.  -Identifies and sorts 3D shapes.  -Connects number names and numerals to the quantities they represent up to 20. | | | | | | **Skills:** observing | | | | | |
| **Materials:** white boards, multilink cubes, a big die, 3D shapes, worksheet. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 26 Mar 10-14/14** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class in 3 small groups to work on stations. Explain the independent work and the specific recommendations for that work. | | | | | | | | | | | |
| **Main Activity:** **STATIONS**  **STATION 1 : PROBABILITY**  Divide the small group in 3 teams, give each team a white board with a chart traced, each team will choose one of the colour options. In a die it’ll be 3 red sides, 2 blue sides and one black side. Ask the probability questions, such as:  . How many possible outcomes does the die have?  . When you roll the die what is the probability that the red colour is obtained? Teach them to say: 3 out of 6, and blue and black?  . Which colour cannot be a probability?  Each team will roll the die and the team that has the name of the colour obtained can take a multilink cube to put it on the chart.  **STATION 2 : 3D SHAPES**  Review the 3D shapes names with them. Then, divide the small group into 2, make 2 lines and do a contest, the first child that say the name of the shape showed win a point.  **IND. STATION: CONNECTS #S AND QUANTITIES**  They will do a worksheet where they have to count the quantity of rain drops and write the corresponding number, then colour. If they have extra time, they can play UNO. | | | | | | | | | | | |
| **Closing: PROBABILITY:** What was the result? How many red/blue/black multilink cubes did you get? Did the possible outcomes correspond to the result? Why?  **3D SHAPES:** Congratulate the winner team and ask each team to build something with the 3D shapes. | | | | | | | | | | | |